**A Conceptual Framework for Online Learning**

Adapted from [*Evidence-Based Practices in Online Learning*](http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf)

|  |  |  |  |
| --- | --- | --- | --- |
| **Pedagogy:** | **Replacement/Synchronous** | **Replacement/Asynchronous** | **Replacement/Combination** |
| **Expository** |  |  |  |
| **Active Learning** |  | iBook included a dictionary and links to the web for ambiguous references or language. |  |
| **Interactive Learning** | Students responded to a partner via E-Chalk discussion or Collaborize app. |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Pedagogy:** | **Enhancement/Synchronous** | **Enhancement/Asynchronous** | **Enhancement/Combination** |
| **Expository** |  | A student with an I.E.P. accessed “No Fear Shakespeare” for additional reference. |  |
| **Active Learning** | “Thinking” questions embedded in the iBook asked students to pause and reflect as they read. | Students read and explored Macbeth through an iBook that included embedded questions for deeper analysis. |  |
| **Interactive Learning** |  |  |  |